

Going Meta with SoTL:  
Research-based Frameworks as the  
Missing Link between SoTL and  
Institutional Initiatives

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## Imagine

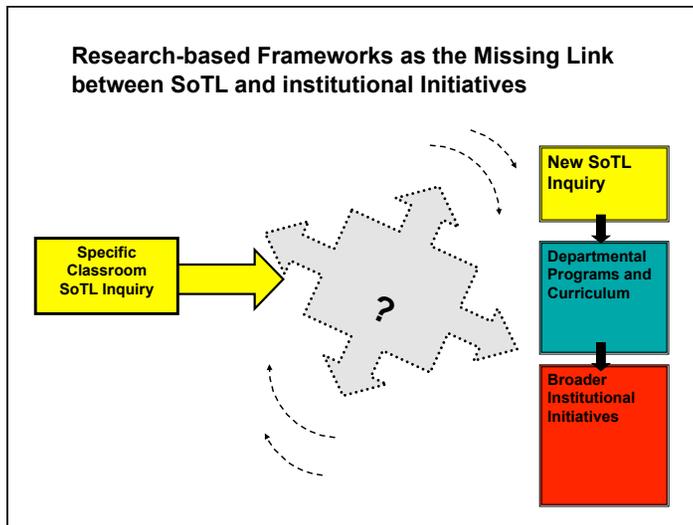
- Wonder
- Try on
- Consider
- Potential
- Possibility
- Kick the tires
- What if?
- How?

Going Meta with SoTL:  
Research-based Frameworks as  
the Missing Link between SoTL  
and Institutional Initiatives

A model based on  
higher education change models

## Today's Seminar

- Going Meta - Going Meta at UBC
- The SoTL Trading Zone-UBC SoTL Trading Zones
- SoTL Change Models  
\* \* \* \*
- Institutional Needs-Priorities-Initiatives
- UBC Institutional Needs-Priorities-Initiatives
- Institutional Change Models  
\* \* \* \*
- Establishing a Link w/ Research-based Frameworks
- UBC Establishes a Link w/ Research-based Frameworks



## Starting Point...Going Meta...

- “A scholarship of teaching requires a kind of ‘going meta’ in which faculty frame and systematically investigate questions related to student learning...and do so with an eye not only to improving their own classroom but to advancing practice beyond it” (p. 13).

Hutchings & Shulman, 1999.

## SoTL as Scholarship

- Shulman (2000) says: "For an activity to be designated as scholarship, it should manifest at least three characteristics: it should be public, susceptible to critical review and evaluation, and accessible for exchange and use by other members of one's scholarly community."

## Vision Statement

- “The Institute for Scholarship of Teaching and Learning will support research and reflection on teaching and learning with the aim to inform and enhance practice, locally and internationally. It will be responsive to the needs to UBC’s teaching and learning community, and it will advocate for an effective reciprocity between research and practice.”

## Your Mission

- Provide support for research on teaching and learning at UBC...
- Provide research opportunities in higher education...
- Facilitate grant application processes...
- Help develop a network of experts across the Faculties in higher education research, and... topics relevant to teaching and learning
- Facilitate educational program evaluations...
- **Disseminate the results of this research in ways that inform and enhance educational practice at UBC and beyond**
- To be a national leader...

## UBC Going Meta w/SoTL

What would it look like?

“...accessible for exchange and use by other members of one's scholarly community.”

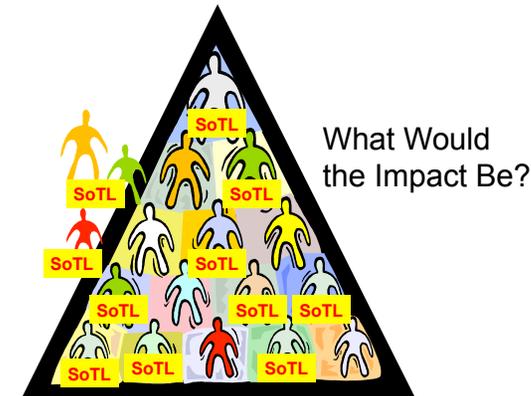
Does “advancing practice beyond” require change?

## What is your goal?



- > SoTL Work (%) Why?
- SoTL Validated? Structures/policies
- SoTL Disseminated? To Whom? Why?
- > SoTL Value? Why?
- > SoTL Informing? Why?
- > SoTL Leading Change? Why?

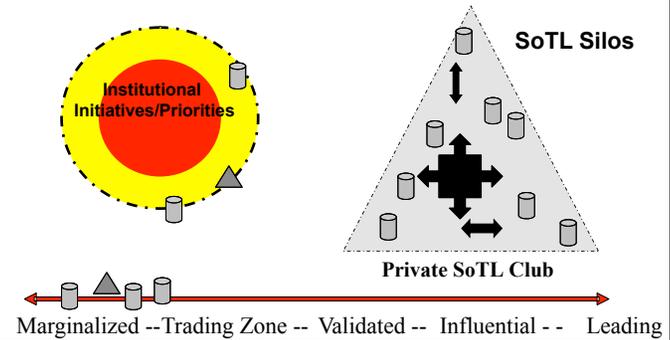
## More and More SoTL?



## Assets of SoTL

- Connected to institutional mission - learning
- Core aspect of faculty work - teaching
- Many disciplinary language/journals -
- May be institutionalized w/in tenure/merit
- Scholarly standards
- Directly linked to student learning
- Linked to larger conceptual frameworks
- Often partnered with TLC/Faculty Development-conduit to campus initiatives, other partnerships
  - Institutional Research
  - Assessment Initiatives
  - Task Forces/Committees
  - Accreditation Activities

## Continuum of SoTL Value Individual - Marginalized



## SoTL Marginalized

- “Much SoTL work occurs in isolation, undertaken by one or a small number of faculty members within a department, often working alone.”

McKinney, p. 7

What does it mean to be marginalized?  
From what?

Why is SoTL marginalized?

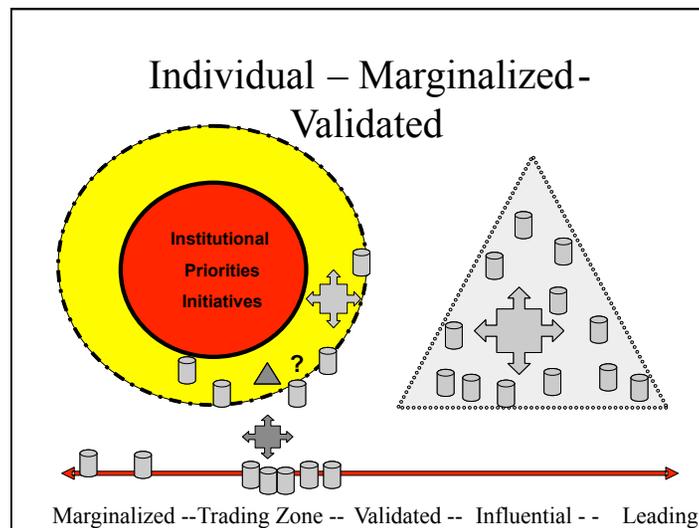
Who marginalizes SoTL?

## Why is SoTL marginalized?

- narrow scope of findings
- impact on student learning outcomes unconvincing
- narrow dissemination
- weak link to Broader Student Learning Findings
- unfamiliar Theoretical Frameworks
- classroom inquiry
- definition lacked clarity
- challenges existing culture, beliefs, norms
- methodology
- not needed

## SoTL Challenges Existing Culture

“...the scholarship of teaching, and the proposals to reward it, challenge an existing hierarchical arrangement and status system that are firmly entrenched in the academy” (Rice, 1996).



## Does SoTL Validation Impact Marginalization?

- What is evidence of validation?
- Who is impacted most by validating SoTL through institutional recognition/reward systems?

“Limiting Scholarship of Teaching and Learning to refereed publication will assure that Scholarship of Teaching and Learning will have little or no impact.”

Why might this happen?

Atkinson, Maxine P. (Jun2001). The Scholarship of Teaching and Learning: Reconceptualizing Scholarship and Transforming the Academy. *Social Forces*, 79(4), 121-7.

- “If the Scholarship of Teaching and Learning is operationalized only as publishing in journals, we have simply begun to emphasize another research area.”
- “By narrowly defining the scholarship of teaching as only refereed publications, we do our students, our discipline, and ourselves an extreme disservice. We will have missed the opportunity to extract the maximum intellectual and social benefits from work that the large majority of us spend our time doing.”
- “Teaching as art, craft, and scholarship will continue to be devalued. We will not have acknowledged the intellectual value of the process of teaching and the importance of student learning. The academy will not be transformed. The status quo will prevail.”

Atkinson, Maxine P. (Jun2001). The Scholarship of Teaching and Learning: Reconceptualizing Scholarship and Transforming the Academy. *Social Forces*, 79(4), 121-7.

## Current SoTL Activity

- Individual Classroom Inquiry
- Interdisciplinary Trading Zones

(Huber and Morreale (2002).

## Cross-disciplinary Trading Zone

- The place where scholars of different disciplinary cultures come to exchange the scholarship of teaching and learning as a borderland—a newly emerging trading zone (p. 21).
- “...the increasing cross-disciplinary conversations around SoTL have broadened its trading zone” (p. 2).

Huber & Morreale (2002)

## Trading Zone

- It is in this borderland that scholars from different disciplinary cultures come to trade their wares—insights, ideas, and findings—even though the meanings and methods behind them may vary considerably among producer-groups.

(Huber & Morreale, 2002, p. 2-3).

## In the borderland...

- "...one finds scholars of teaching and learning seeking advice, collaborations, references, methods, and colleagues to fill in whatever their own disciplinary communities cannot or will not provide" (p. 19).
- "In this borderland...scholars are busy simplifying, translating, telling, and persuading 'foreigners' to hear their stories and try their wares" (p. 19).

## Where is the SoTL Conversation?

- Where is the SoTL conversation taking place at UBC?
- Where is the "trading zone" at UBC?
- How is SoTL disseminated?
- What is SoTL's value to the institution?

## SoTL Questions and Themes at UBC

- What questions concerning student learning have been or are being examined at UBC?
- What are the broad themes of student learning that shape and stem from SoTL work on campus?
- What questions concerning student learning are of importance at your campus?

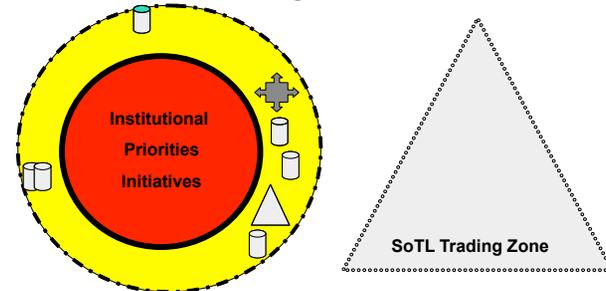
## Going Meta A Broader Vision for SoTL

- “We will routinely use and apply what we find in our SoTL work to pedagogical, curricular, and institutional reform in our institutions.”
- “SoTL work can help us implement our missions and strategic plans...”

McKinney, p. 14

Is this happening?

## Individual-Departmental Dissemination: Teaching/Curricular



“The collection of information, especially institutional data or findings from the scholarship of teaching and learning or other practice-based inquiry on campus, is particularly helpful in moving collaborations forward.” p. 233

-Chism, N. (2004), Indiana University-Purdue University Indianapolis

How??

Does SoTL move  
collaborations?

What does this mean??

What assumptions about change are inherent in your mission?

## SoTL Change Models: Diffusion of Innovation

- Innovators 2.5 %
- Early adopter 13.5%
- Early Majority Adopters 34%
- Late Majority 34%
- Laggards 16%

Rogers (1962)

## Diffusion Strategies

- Retreats
- Focused Dialogue
- Seminars
- Town Meetings
- Symposia

### Weaknesses:

Lack of emphasis on organizational aspects, Implementation, and adoption phase.

**How is SoTL diffused at UBC?**

## UWM SoTL Scholars CIPD Center Scholar Program

- 5 Scholars each year (selection by proposal)
- \$8,000 grant
- Summer – 3 two hour meetings
- Academic year – 1 two mtg. /month
- Dissemination:
  - annual monograph
  - CIPD events – brown bags, conferences, UW System
  - On line
  - Disciplinary journals
  - Professional associations

## UWM Diffusion Expanding the Trading Zone

- Annual Conferences
- What is a Good Question?
- Focus on Valuing
- Dissemination of Monographs annually
- UW System Leadership Site for SoTL
- UWTS UW TF programs doing SoTL
- Student Faculty Partnerships
- SoTL Scholars became chairs, committee members, continued > SoTL work,

## Diffusion Models of Change

- Rogers (1962)
- Palmer (1992)
- Thelin (2000)
  
- Eckel, Green, Hill, & Mallon (1999)  
ACE Project on Leadership and  
Institutional Renewal –  
Diffusion process in 26 institutions

## Diffusion of Innovation Social Interaction Models

- Strong at the individual level
- Weak to moderate at the department level
- Weakest at the institutional level

Why?

What is SoTL Diffusing?

SoTL as individual inquiry

??

For informing classroom pedagogy

## Political Change Model: Dialectical Change Model

- Change outcome may be modified  
organization identity or ideology (Kezar)
- Strategies: consciousness raising, social  
movement, persuasion (Bolman & Deal,  
1991)
- Networking, forming coalitions
- Focuses on the individual
- Assumes many will be inactive
- Change is leading to something better

## SoTL as a National Movement

- Frustration over a problem or needed reform
- A sense that the problem or change is possible
- Use of networks to recruit members
- Mobilization of resources
- A sense that the movement has legitimacy
- Increased awareness of the issues and movement
- Existence of allies from outside the movement
- Development of organizations to support the movement

McKinney, p. 5

## SoTL as a UBC Movement?

- How does SoTL resemble a movement at UBC?
- What were/are early signs, artifacts, and indicators?

## SoTL-Social Cognition Change Model

- No leader, vision or necessity for change
- Something seems outmoded
- They decide to change
- Cognitive dissonance facilitates change
- Outcome of change is a new frame of mind or world view through sense-making – seeking new information
- Change does not occur in stages, not linear – overlapping, interconnected
- Change activities focus on learning, altering beliefs through discussion, cross dept. teams
- “Change is a learning process...affected by theories of action held by the organization’s members” (Kezar, p. 46-7).

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## Institutional Initiatives and Change

- Planned Change (teleological)
- Organizational Need to Change

## Teleological Change Model

- Strategic Planning, TQM, Reengineering
- Change occurs because change agents... see the necessity of change" (Kezar)
- Linear, rational process
- Internal organizational features drive change
- Leader center of process-aligns goals
- First order change – does not challenge existing paradigms
- Outcomes: new structures or organizing principles
- Often make data-driven decisions based on facts  
(Kezar)

## Higher Education – Common Change Models

- Problem-solving Models
- Concerned with a felt need for change
- March and Simon (1958)
- Hefferlin (1969)
- Argyris (1976)
- Bennis (1976)
- Performance Gap required for change to take hold

## Examples of UWM Campus Needs

- Need to increase success rate of students at risk
- Desire to increase success rate of students of color –closing the gap
- Must improve retention of students between 1st and 2nd year

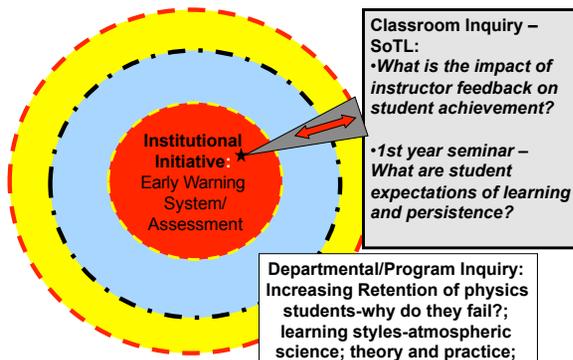
## Examples of Campus Priorities

- Retention first year students
- Large Lecture Courses decrease failure rate
- Diversity awareness in classroom

## Institutional Priorities

- There are many competing campus needs
- Only several become institutional priorities
- How do certain needs become priorities?
- How can you tell?

### Institutional Mission/Priorities: Example: Retention of 1<sup>st</sup> year Students



## Examples of Campus Initiatives

- Problem-based Learning pedagogy
- First Year Experience Transition Courses
- Early Warning/Feedback

## Institutional Initiative- Experiential Learning

- Case Western Reserve University
- October 2000
- President's Commission on Undergraduate Education and Life
- To promote experiential learning
- Seminar Approach to General Education Studies (SAGES) – two year pilot

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## Linking campus initiatives to student learning

- Which campus initiatives are linked to student learning?
- Which campus initiatives could be linked to student learning?

## UWM Examples: Link Initiatives to Student Learning

- First Year Enrollment Committee  
First Year Transition Courses  
Early Warning System  
Feedback/Assessment
- Assessment-Accreditation
- Black and Gold Committee: Diversity and Campus Climate
- GER and L&S

### Institutional Connections to Learning

Institutional Needs	Institutional Priorities	Institutional Initiatives
Links to Learning?	Links to Learning?	Links to Learning?
Links to Learning?	Links to Learning?	Links to Learning?
Links to Learning?	Links to Learning?	Links to Learning?
Links to Learning?	Links to Learning?	Links to Learning?

### Research Links

- Student Performance:
  - National (NSSE)
  - Institutional (comparison)
  - Scores: external

}

**Institutional Need!**

- Student Learning
  - UBC SoTL Work
  - Learning Framework/Model (NSSE)
  - Literature reviews (disciplinary, broad findings)

### Grapes and Bananas

	SoTL	Institutional Initiatives
•Problem	Teaching Learning	Institutional
•Need	Improve teaching/learning	Improve Institution
•Focus	Classroom...program, dept.	Institution,dept., units Programs
•Process	Diffusion/Movement Social Interaction	Planned/Strategic
•Frame-work	None-Higher Ed./ Disciplinary/Cross disciplinary	NSSE, Higher Education, Institutional Research

### NSSE: National Survey of Student Engagement

- Survey that evaluates the extent to which first-year and senior students engage in educational practices associated with high levels of learning and development
- Based on years of data from studies in higher education 5 major indicators of successful academic achievement were identified :

- **I. Level of Academic Challenge**
- **II. Active and Collaborative Learning**
- **III. Student-Faculty Interactions**
- **IV. Enriching Educational Experiences**
- **V. Supportive Campus Environments**

## The national NSSE database

<u>Year</u> <u>Institutions</u>	<u>Participating</u>
2000	276
<b>2001</b>	<b>321</b>
<b>2002</b>	<b>366</b>
2003	437
<b>2004</b>	<b>473</b>

Over 560,000 first-year and senior students were included in 2004, randomly selected from data files provided by the participating institutions.

Gesele E. Durham  
Director  
Assessment and Institutional Research

## 5 NSSE Benchmarks of Learning and Development

### I. Level of Academic Challenge

- Preparing for class
- Coursework emphasizing: synthesis, organizing ideas,
- Application of theories/concepts
- Making judgments about info./arguments, methods

### II. Active and Collaborative Learning

- Worked with other students on projects during class

### III. Student-Faculty Interactions

- Received prompt feedback from faculty on your academic performance

### IV. Enriching Educational Experiences

- Using electronic technology to discuss or complete assignment
- Serious conversations with students of different religious beliefs/political opinions, or personal values

### V. Supportive Campus Environments

## 7 Principles of Good Practice

1. Encourages contact between students and faculty
2. Develops reciprocity and cooperation among students
3. Encourages active learning
4. Gives prompt feedback
5. Emphasizes time on task
6. Communicates high expectations
7. Respects diverse talents and ways of learning

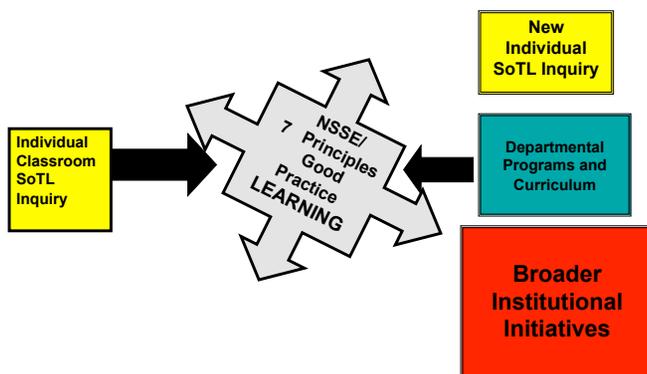
## Acceptable UBC Research-based Frameworks?

## UBC and Weaker NSSE Scores

- Lower engagement
- Discussion of career plans with faculty or advisors
- Prompt feedback from faculty
- Discussion of grades and assignments with an instructor

Sudmant, Walter & Poole, Gary. (2004). *National Survey of Student Engagement: What it can tell us about teaching and learning at UBC*. UBC 4<sup>th</sup> Annual Learning Conference: Scholarship and Reflection p. 5.

## Research-based Frameworks as the Missing Link between SoTL and institutional Initiatives



## Key Campus Initiatives

- Identify institutional need for change
- Identify valued national research-based frameworks
- Investigate the valued research frameworks
- Know institutional research literature
- Know comparison data between national and institutional performance
- Identify institutional priorities and their alignment with student learning
- Involvement with campus initiatives

## From Institutional Initiatives to SoTL Work

- What research-based frameworks might you introduce to the discussion of institutional initiatives?
- Which research and literature is highly valued and recognized?
- How do existing or future SoTL projects align with these frameworks?

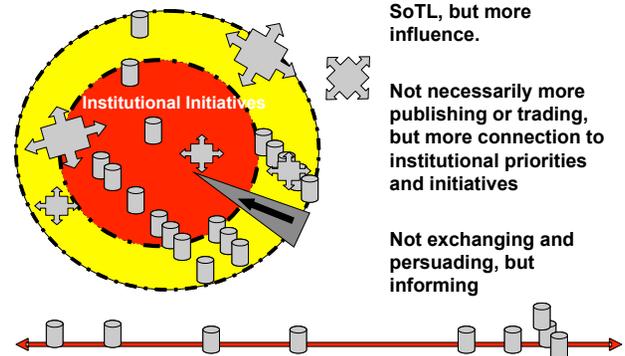
## UWM Center Scholar SoTL Work Themes

- 6 year analysis of UWM SoTL projects in terms of NSSE and 7 Principles of Good Practice
- 2005-06 Call for proposals for SoTL Scholars named themes:
  - Large Lecture
  - GER
  - First Year Learning

## SoTL Alignment with Broader Campus Initiatives

- Analyze the big picture of SoTL work completed or underway at UBC
- What are the themes regarding student learning?
- How are the SoTL themes aligned with research based frameworks of student learning?
- How are the SoTL themes aligned with institutional research?
- How does existing SoTL research help inform broader campus initiatives?

## Influencing-Informing-Leading





## Beginning the Dialogue

- Begin with Institutional Needs vs. Valuing SoTL
- SoTL is only valuable *at this level* if it addresses institutional need for information-driven (research-based) change
- SoTL must fit into the change model being used and work within the culture and values



## What is the vehicle?

- How can the turnstile be institutionalized?
- What established units/entities can serve to link SoTL and campus initiatives?
- What can the SoTL Institute do?

“The soul of SoTL  
is its public and applied nature.”

McKinney, p. 15.

## Accessing CIPD E-reserve:

- UWM Libraries
- E-reserve
- Dept.: UWM-CIPD-Ctr. For Instruction...
- CIPD Teaching/Learning Resources (Schroeder)
- ID ERES
- Password: Fall (changes w/season)